

VISIT...

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The image shows the front cover of an antique book. The cover is made of dark brown, textured material, possibly leather or cloth, and is heavily worn, with significant scuffing and loss of material at the corners and along the edges. A decorative border in a lighter brown color frames the central text area. The border features repeating floral and geometric patterns. The text 'APPLETONS' is at the top in a simple, bold, sans-serif font. Below it, 'SCHOOL READERS' is written in a larger, more ornate serif font, with a decorative flourish underneath. In the center, there is a small, intricate decorative element. Below this, the words 'FIRST' and 'READER' are printed in a large, bold, serif font, separated by a horizontal line. At the bottom of the central text area, there are three small, stylized star or flower-like symbols. The spine of the book, visible on the left, is made of a dark, textured material and shows signs of wear and fraying.

APPLETONS'
SCHOOL READERS

FIRST
READER

APPLETONS' SCHOOL READERS.

THE
FIRST READER.

BY

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JOHN AND HIS BOAT.

(SEE PAGE 93.)

FROM THE AUTHORS TO THE TEACHER.

THE teacher using this book can teach by any method which he may prefer; but the experience of many years has convinced us that a judicious combination of the word and phonic methods is the best. It makes the shortest step from the known to the unknown; it makes the pupil independent of the aid of the teacher sooner than any other.

This is the way we would use the book: We would teach the pupil to recognize the word "cat," and successively "a," "the," and "my," with the word "cat" and separately. We would do the same with the words to be found on the two succeeding pages. So far we would teach exclusively by what is called the "word-method."

While this is going on, we would be preparing the children for the next step (see page 8). This may be done as follows: At the close of each lesson, without reference to book or black-board, we would pronounce the words of the lesson, and other words, slowly and more slowly, till they were resolved into their elementary sounds. We would also exercise the children in doing the same. After three or four exercises of this kind we would pronounce the elements of familiar words very slowly, and have the children tell the words. In doing this, at first, the elements should not be entirely separated, but each should be made to glide into the next, the words being thus drawled out rather than distinctly separated into their elementary sounds. The object of this process, at this stage, is not to train the children to analyze and form words, but it is to lead them to notice the fact that the words which they use are composed of one or more different sounds, and that, by joining sounds together, they may make up words.

On page 8 the children begin, for the first time, to associate the letters of the printed word with the sounds of the spoken word. Here we symbolize the analysis of the word "rat" as we hear it spoken, by printing the letters which represent the elements farther and farther apart, till each one stands as a separate unit. So with the reverse or synthetic process. On the opposite page the same process is applied to other words. With the use of the black-board the ingenious teacher can carry

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out the plan to any desirable extent. While it is not necessary to arrest the progress of the class till all can give the sounds of all the words on the upper half of page 9, and recombine them into other words as on the lower half, yet extreme caution should be exercised lest they be hurried on too fast, and thus become confused. It should be recollected that the object here is not so much to teach them a few words, as to cultivate the power of making out words for themselves. The *sounds* of the separate letters in the middle of page 9 should be given, not their *names*. At the bottom of the page are three letters, the names of which may be learned. Pages 10 and 11 can be easily taught by following the foregoing hints. The phrases should be pronounced almost as one word.

In going over the review-lessons, as on page 13, the object of the teacher should be to make the class familiar with the forms of the words. The columns should, therefore, be read downward and upward, and the lines backward and forward. The children should be practiced in finding given words. Some of the pupils may dictate words to be found by the others. Phrases and short sentences may be given, and the children be required to point out the words in their order. All this is to exercise them in a pleasant way upon the words, till they learn to recognize them at sight.

In making words, as on page 12, the combinations "ap," "ack," and "and," having been once learned, should be pronounced as one sound. The sounds of other letters being prefixed, new words may be formed. This exercise may be made intensely interesting to children, and should be greatly extended by the use of the black-board.

Children should be furnished with slates and pencils on their first entrance into school, and should be taught to write or "print" as they are taught to read. They should, by all means, begin to *write* as soon as they commence the second part of this book.

If possible, the first lessons in reading should be given on the black-board, the teacher printing the words thereon, so that they can be seen by the whole class at the same time. In this case the plan of instruction should be the same as that which has just been recommended.

LANGUAGE-LESSONS.

THERE is nothing more important in any vocation of life than a ready and correct use of language, and early childhood is by far the most favorable time for its cultivation. The language-lesson for the child in his first reading-book can be little more than oral, but the means to be used are not less abundant nor less varied on that account. They are to be found in everything which interests him, in everything which he can be induced to talk about. In this, as in most other things, he learns by doing, more than by being merely told what he should do.

Pictures have been found to be most prolific sources of amusement, and, as subjects for practice in composition, oral and written, are particularly well adapted to school-use, especially when in the hands of the children. Hence it is that no necessary care or expense has been spared to make the pictures of this book as attractive, varied, and suggestive as it was possible to make them.

We would at first let the children talk about the pictures, with no more restraint or direction from the teacher than may be necessary to give each one a chance to be heard, and to cultivate good manners. This being done, we would, by suggestive questions or hints, lead the children to some exercise of the judgment and imagination in regard to the relation, action, motive, character, etc., etc., of the objects represented. We would even lightly touch the faculty of criticism, by asking what special merits they find in the picture, what changes they would make, etc., etc.

As a preparation for the reading-exercises, we would provoke the children to use in conversation the new words which are to be found at the head of each reading-lesson; from which words, again, we would derive the new sounds which are about to claim special notice in the succeeding lesson or lessons.

Finally, we would spare no effort to make the reading-exercises easy and interesting. The degree of the child's interest will be the measure of his progress.



LESSON 1.

Words and Phrases to be learned by Sight only.

cat

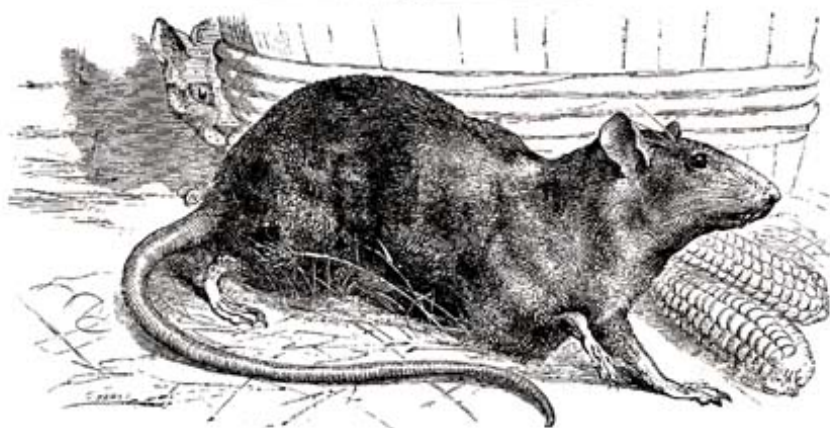
a cat

the cat

my cat

the cat

a cat



Words and Phrases to be learned by Sight only.

rat black

the rat

the black rat my cat

my black cat

Words and Phrases to be learned by Sight only.



rat and cat

the cat and a rat

Has the cat a rat?

The cat has the rat.

Finding Sounds.

rat

r — a — t

r — — a — — t

r

a

t

Making a Word.

r

a

t

r — — a — — t

r — a — t

rat

Finding Sounds.

cat c — a — t c a t

and a — n — d a n d

has h — a — s h a s

a c t n d h s

Making Words.

c a n c — a — n can

h a d h — a — d had

r a n r — a — n ran

Naming Letters.

A a R r T t

*By Sight and Sound.*bat
hatb-a-t
h-a-t
bb a t
h a t*By Sight only.*

is he this

a hat and a bata black catIs this a rat?
This is Mr. Rat,
and he has a
bat.Has he a hat?
He has a hat
and a bat.Mr. Rat*By Sight and Sound.*can fan and hand
f*By Sight only.*girl in she her
can fan in her handThis girl has a fan.
The fan is in her hand.
Can she fan?
Can she fan the cat?

Finding Sounds.

sat	s-a-t	s a t
rap	r-a-p	r a p
man	m-a-n	m a n
shall	sh-a-ll	sh a ll
black	b-l-a-ck	b l a ck

a m n s t b r p l ck sh ll

LESSON IX.

Making Words.

ap	ack	and
n-ap	t-ack	s-and
t-r-ap	t-r-ack	s-t-and

Naming Letters.

M m B b N n L l

Recognizing Words and Phrases at Sight.

no		this
hat		that
her	<u>a bag</u>	girl
his		hand
the	<u>my trap</u>	have
sat		shall
had		back
into		stand

LESSON XI.

Has Mr. Rat a fan?
 No; Mr. Rat has a hat and a bat.
 The girl has the fan.
 The girl has a cat in her lap, and
 she fans her.

*By Sight and Sound.*

hen	h-e-n	e
pet	get	nest
let	ten	left
		Dash

By Sight only.

now	not	it	do
<u>an egg</u>	<u>ten eggs</u>	<u>can get</u>	
<u>a black hen</u>	<u>my pet hen</u>		

This is my pet hen.
 She is a black hen, and she has
 ten eggs in her nest.
 She left her nest, and now a rat is
 in it. Can the rat get an egg?
 Dash! Dash! do not let the rat
 get an egg.

Did Dash get the rat?
 No; the rat ran into the back
 shed.
 Ann! Ann! get the rat-trap, and
 let me set it in the shed.
 Now we can catch the rat.

Finding Sounds.

leg	l-e-g	l e g
den	d-e-n	d e n
felt	f-e-l-t	f e l t
rest	r-e-s-t	r e s t

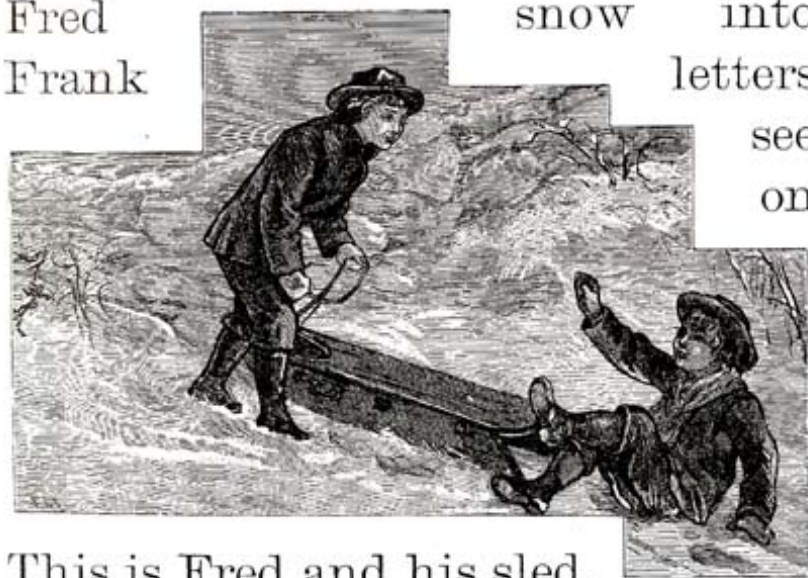
e g t n s l f d

Making Words.

l e t	l-e-t	let
s e t	s-e-t	set
t e n	t-e-n	ten
t e l l	t-e-l-l	tell
f e l l	f-e-l-l	fell
s l e d	s-l-e-d	sled
h e l d	h-e-l-d	held

Naming Letters.

E e F f G g D d

*By Sound.*Fred
Frank*By Sight.*snow into
letters
see
on

This is Fred and his sled.

Fred let Frank stand on his sled,
and Frank fell back into the
snow.Do you see the tracks in the snow?
This is a red sled, and it has black
letters on it.

Recognizing Words and Sentences at Sight.

I		me
fed		she
you	<u>I am.</u>	her
his		tell
my	<u>I have.</u>	upon
is		sled
let	yes	you
shall	no	egg
	<u>She is.</u>	
	<u>She has.</u>	

Making Words.

<u>th</u>	y	ss
ed	en	ess
b-ed	d-en	l-ess
l-ed	m-en	p-r-ess
r-ed	th-en	d-r-ess
y-es	y-et	

REVIEW.

<u>in bed</u>	into	<u>see me</u>
<u>a red dress</u>		<u>my red dress</u>



Can you see me?
 I can get into bed,
 and then you can
 not see me.
 Am I in bed?
 No, I am not in bed.
 I have my dress
 on yet.
 This is my red dress.
 You have not a red
 dress, have you?
 Do you see a cat on the bed?
 That is my cat. She is a black cat.

*By Sight and Sound.*

ship sh-i-p i

is it big with
if hit will sink

See my ship, Frank. It is a big
ship, and it will not sink.

Yes, Fred, it will sink, if I hit it
with my bat.

Oh, yes! if you hit it, it will sink.

Finding Sounds.

lip	l-i-p	l i p
fit	f-i-t	f i t
kill	k-i-ll	k i ll
dish	d-i-sh	d i sh
sink	s-i-n-k	s i n k

i f h t w ll sh p s n k

Making Words.

p i n	p-i-n	pin
t i p	t-i-p	tip
f i sh	f-i-sh	fish
h i ll	h-i-ll	hill
s t i ll	s-t-i-ll	still

Naming Letters.

I i H h K k W w

Recognizing Words and Phrases at Sight.

I
me
my
was
him
his
she
her
us

fly a fly
 a big fly
 fish
 a fish
 a little fish

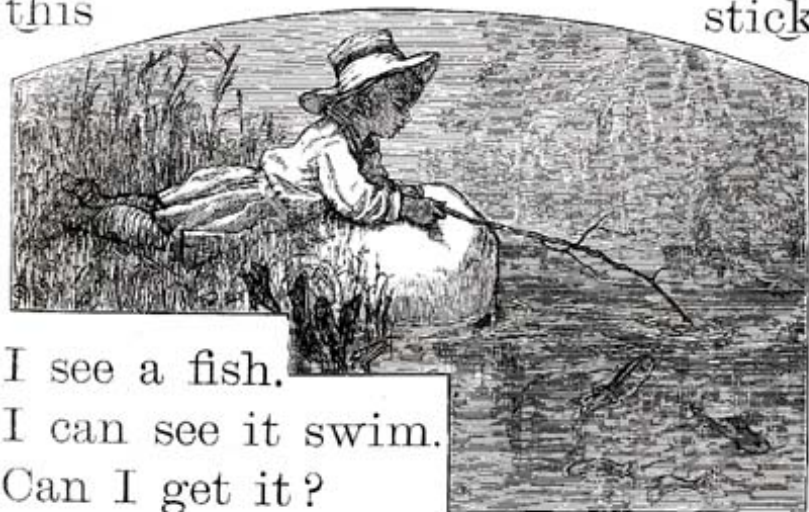
Fred
Frank
will
pin
with
still
big
sink
hill

Making Words.

id	ink	ill
l-id	p-ink	f-ill
h-id	w-ink	m-ill
d-id	th-ink	p-ill
k-id	d-r-ink	s-p-ill

By Sound.

swim then fish
this stick



I see a fish.
I can see it swim.
Can I get it?

If I am still, the fish will swim
to me, and then I can get it.
I will let the fish see the tip of this
stick, and it will think it is a fly.
Little fish, little fish, see!
Little fish, little fish, swim to me.

By Sight.

Belle not are boy
 the ink let you



No, you shall not get in!
 You hid my hat, and you let Belle
 spill the ink!
 I will not let you in, and I will
 tell that you hit Belle!
 I think you are a bad, bad boy,
 and I will not let you in!

*REVIEW.**Practice in recognizing Words at Sight.*

my	so	he	now
no	the	upon	girl
boy	are	fly	into
she	you	her	black

Practice in rapid recognition of Words in Sentences.

See my red dress! Dash bit
 the black rat on the lip. Did the
 bad boy get in? Has the hen a
 nest? Dash! Dash! get the rat!

See that big boy at the well!
 Fred has a ship. Will the ship
 sink?

A fish can swim. The man by
 the mill has a bag in his hand.
 The cat had a nap on the bed.

A Language Lesson.

tree a tree an apple tree

green green grass a green tree

sweet a sweet apple

tree t-r-ee t r ee

green g-r-ee-n g r ee n

sweet s-w-ee-t s w ee t

ee

s-ee-n seen

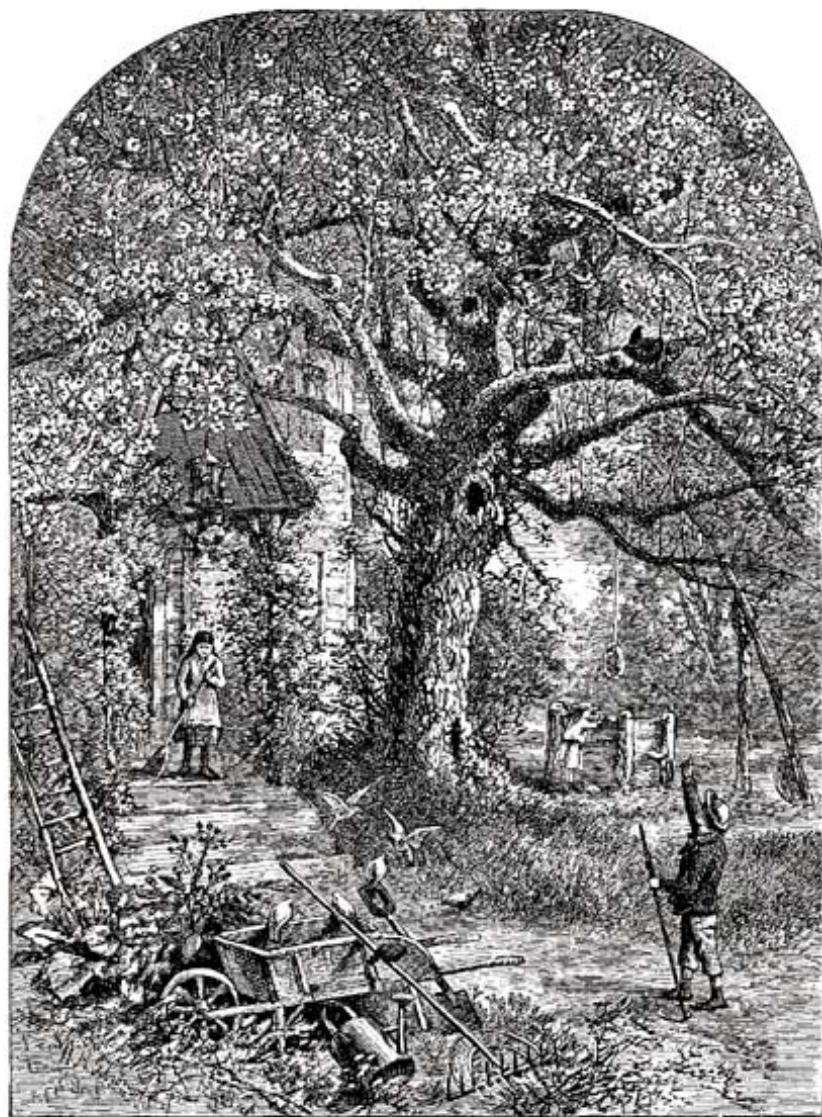
Harry has seen the nest.

p-ee-p peep

Can Rosy peep into the well?

s-w-ee-p sweep

See Bessy sweep the steps.



By Sound.

it that nest
in them yes
as see eggs

I see a nest, Rosy!
Can you see it? It
is in this big green
tree.

Yes, Fred, I see
it. Can you see,
eggs in the nest?

Yes, Rosy, I can.
Oh, Fred, can I
get a peep at them?

I will get the
nest, Rosy, and let you see it.

No! no! I beg you not to get it.

*REVIEW.*

Do you see that
tree on the hill?

Well, a pretty
nest is in that tree.
Harry, Fred, and I
went to see the
nest. It had three
green eggs in it.

Harry got the
nest for us to see.

As he held it in
his hand, an egg fell
upon the grass.



Fred set the nest back in the tree.
Was it not bad in Harry to get
the nest?

By Sight and Sound.

Tom T-o-m O

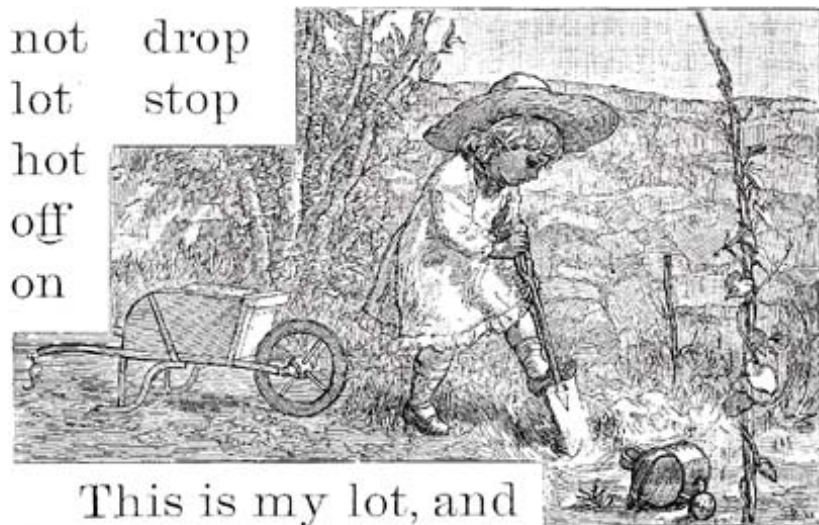
not drop

lot stop

hot

off

on



This is my lot, and
I shall dig a deep well in it.

It is so hot, I have to keep on
my big hat. Do you think it will
drop off? I will not let it.

I can not stop yet; I have to
dig my well.

Finding Sounds.

lot

not

stop

drop

l-o-t

n-o-t

s-t-o-p

d-r-o-p

l o t

n o t

s t o p

d r o p

o n t s p d r l

Making Words.

t o p

n o d

d o l l

l o s t

s p o t

p o n d

t-o-p

n-o-d

d-o-l-l

l-o-s-t

s-p-o-t

p-o-n-d

top

nod

doll

lost

spot

pond

Naming Letters.

Oo Pp Cc Ss

By Sound.

off
Jip
glad
mill
with

*By Sight.*

they
walk
came
made
cried

Nell and Jip have had a long walk, and now they are glad to stop and rest.

As Nell went by the mill, she met Frank with his big dog, Dash.

Dash and Jip ran at a hog, and Jip bit it on the leg.

Then a man came and hit Jip, and made him and Dash run off.

Making Words.

ng

ing
s-ing
r-ing
s-p-r-ing



ding-dong

ang
s-ang
r-ang
s-p-r-ang

As Nell came by the pond, she saw a big green frog sitting on a rock.

When Jip saw the frog, he ran at him.

Nell cried, "Stop! Stop, Jip! Stop, I tell you!"

When the frog saw Jip, he sprang into the pond and swam off.

By Sound.

thick
pinch
bee-tle

*By Sight.*

two
eyes
bird

A fly has two thin wings, two big eyes, and six legs.



A beetle has two thick wings, two thin wings, two eyes, and six legs. This beetle will pinch me, if I let him.



A bird has two wings, two eyes, and two legs. This bird has a long tail.

My bird can sing a sweet song.

By Sound.

with yes drop
mill'-pond swim'-ming



Do you see the mill?
Is that Tom by the mill-pond?
No, that is Frank, and the dog is Dash. Do you not see Dash in the pond?

Oh, yes! See, he is swimming!
Frank let his hat drop into the pond. Do you think he can get it?

By Sight and Sound.

sun	S-u-n	u
run	just	us
but	jump	such
sun'-set	set'-ting	

By Sight only.

almost	there	gone
--------	-------	------

O Frank, see the sun! It is so big!

Yes, Rosy, it is just setting. I am glad I can see the sun-set.

But, Frank, see, it is almost gone! There—it is gone!

Come, Rosy, let us run and jump now in this long grass. Run, Rosy—run!



Finding Sounds.

cut	c-u-t	c u t
sup	s-u-p	s u p
pump	p-u-m-p	p u m p
bunch	b-u-n-ch	b u n ch

u c n b t s ch m p

Making Words.

b u t	b-u-t	but
p u p	p-u-p	pup
m u ch	m-u-ch	much
m u s t	m-u-s-t	must
b u m p	b-u-m-p	bump
s t u m p	s-t-u-m-p	stump

Naming Letters.

U u J j X x Y y

By Sound.

fence	tum'-ble	only	says
ug'-ly	stum'-bled	broken	over

By Sight.

Nell has had a tumble.

She did not see that ugly little stump by the fence, and she stumbled over it, and fell.

Frank has run to help her. "Jump up, Nell!" he says; "jump up, and I will pick up the eggs. See! only one egg is broken. Are you not glad?"

By Sound.

them
meet
just.

*By Sight.*

may
said
they

“Come, Bessy,” said Fanny, “let us run to meet papa.”

“May I come too?” cried Nat.

“Yes, Nat, you may come; and so may Dash.—Come, Dash—come!”

“Do you see papa, Fanny?”

“Yes, I see him. You see him too, Nat—do you not?”

So they ran on, hand in hand, with a hop, skip, and a jump, and Dash ran with them.

But little Nat stumbled and fell; Fanny tumbled over Nat, and Bessy fell on top of Fanny.

Dash did not stop to help them. He just ran on by himself, and he was the only one to meet papa.

LESSON XXXVIII.

By Sound.

cheer	rob'in	birds	Mrs.
plum	red'-breast	here	
hatch	sit'-ting	now	how

By Sight.

It is 'spring, and the birds have come back. Here is one, now, on



the post by the plum-tree.

It is Robin Redbreast.
How do you do, Robin
Redbreast?

See how glad he is!
He is singing, "Cheer-up!
cheer-up! cheer-up!"

He has a nest in the
plum-tree, and it has
eggs in it.

Mrs. Redbreast is sitting on them. Soon the eggs will hatch, and then we shall see the little birds.

How Robin keeps singing,
"Cheer-up! cheer-up! cheer-up!"

VOCAL DRILL.



Little frog, little frog, sing for Tom!
The little frog did not sing.

Little frog, little frog, hop for Tom!
The little frog did not hop.

Little frog, little frog, jump for
Tom.

The little frog jumped. He
jumped into the pond.

Little frog, little frog, swim!
But the little frog hid in the mud.

A Language Lesson.

room in a room in this room
 spool Silk is on this spool.

room	r-oo-m	r oo m
spool	s-p-oo-l	s p oo l
soon	s-oo-n	s oo n

oo

m-oo-n moon

"I see the moon, and the moon
 sees me."

s-p-oo-n spoon

"The dish ran off with the
 spoon."

b-oo-t boot

I can not get my boot off.

oy

By Sound.

boy fox three
brush catch

By Sight.

chestnut
out after



Three boys went up on the hill,
to get nuts from a chestnut tree.

A fox ran out of the brush by
the tree, and the boys set the dogs
on him.

The dogs ran after the fox, but
they did not catch him.

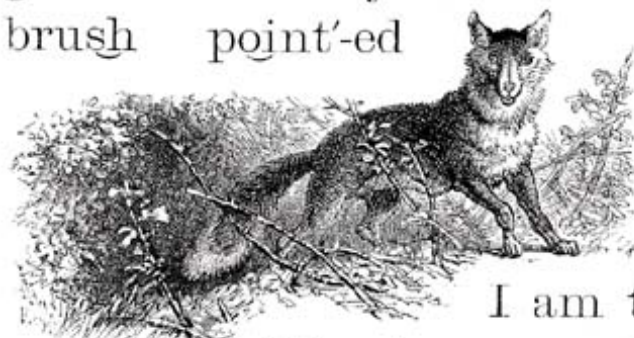
oi

By Sound.

grand swift-ly
brush point-ed

By Sight.

tail
nose
eyes
here
sharp



I am the fox.

The dogs ran after me,
but they did not get me, you see.

I can run swiftly, I tell you!

See what a grand tail I have!

Is it not a big brush?

My eyes are sharp, and my point-
ed nose can smell a dog far off.

Do not tell the boys I am here,
will you? I wish to rest.

By Sound.

ow

cow	how	down	brown
now	owl	town	crowd

a brown cowa red cow*By Sight.*

driving
likes
one
all



Here is Bob
driving the cows down
to the pond.

Bob is fond of all of the cows,
but he likes the little brown one
the best. That is his cow.

By Sound.

milked	seem	stick
un-less'	gen'-tle	needs

Dick has fed the cows and Mabel
has milked them, and now Bob is
driving them down to the pond.

How gentle the cows seem!

Bob has a long stick in his
hand, but I do not think he needs
to hit the cows with it.

"Bob! Bob! Bob!" I say, "do
you hit the cows with that stick?"

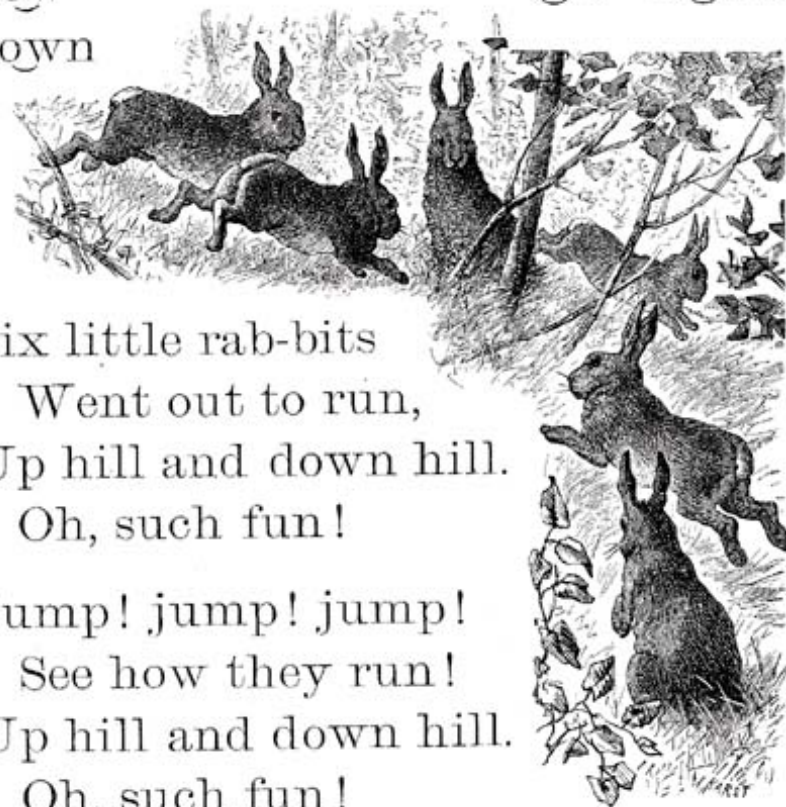
"I do not hit them unless they
try to run off; then I hit them
just a little. I do not like to hit
them."

By Sound.

ou

rab'-bits
how
down

our loud
out count



Six little rab-bits
Went out to run,
Up hill and down hill.
Oh, such fun!
Jump! jump! jump!
See how they run!
Up hill and down hill.
Oh, such fun!

*REVIEW.**Practice in Rapid Recognition.*

My sled is lost. Frank likes
his big rabbit the best. Is the egg
broken?

The sun has set, and the moon is
up. I let my cup drop into the well.

Pick up the pin, and stick it in
my dress. The fox has sharp eyes.

 LESSON XLVII.

Let us run down to the pond and
see the frogs. Will the frogs jump
into the pond? Yes, yes, and we
shall see them jump.

Stop! Stop, Dash! Stop, I tell
you. Did Bob hit the cows?

THE ALPHABET.

To be learned and repeated in order.

A a	J j	S s
B b	K k	T t
C c	L l	U u
D d	M m	V v
E e	N n	W w
F f	O o	X x
G g	P p	Y y
H h	Q q	Z z
I i	R r	& &

PART SECOND.

I. II. III. IV. V. VI. VII. VIII. IX. X.

Words to be spelled by Sound and by Letter.

ă

ā

măt

păn

eăn

eăp

māte

pāne

eāne

eāpe

āpe

sāve

lāke

blāze

wāve

gāve

brāve

skāte

*āte slāte tākē eāme
lāte wādē nāme spādē*



SLATE-WORK.

Words to be copied, and vowels and silent letters marked.

sat

slate

hat

man

cane

ran

had

name

gate

By Sound.

slāte gāve frāme nāme
fāce blāek thāt

By Sight.

new mamma my



See my new slate!
My mamma gave it to me.

The face of my slate is black,
and the frame is red.

That is my name at the top of
the slate.

By Sound.

eāge Dīek
nāme sweet
eāke

By Sight

bird
some
come



Dick! Dick! come out of the
cage.

Come, Dick, come sit on my
hand and sing me a song.

Sing, little bird, sing a sweet
song, and I will give you some
cake.

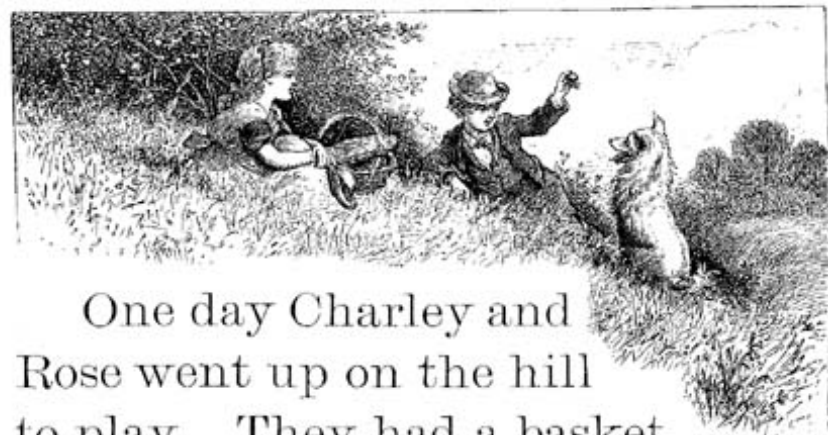
By Sound.

āy

dāy	wāy	hāy	stāy
māy	gāy	sāy	plāy

Miss

lunch



One day Charley and Rose went up on the hill to play. They had a basket of lunch, and went to stay all day.

Rose had her doll, Miss Pink, with her; and Jip, the dog, went with Charley.

By Sound.

āi

rāin	wāit	sāil	lāid
pāint	wāist	snāil	stāyed

By Sight

began	under	over
-------	-------	------

<u>under a tree</u>	<u>a long romp</u>
---------------------	--------------------

Rose and Charley had a long romp in the sweet, fresh hay, but they stayed too long.

The sun went down, and it began to rain; so they had to wait under a tree till the rain was over.

I think they will not stay so long when next they go on the hill to play.

JOHN AND HIS BOAT.

John went down to the lake to sail his little boat. Kate and Fanny went too.

It is a very pretty boat. John made it himself. It has a deck and sails, and a flag at the bow.

Fanny had her doll with her, and John set the doll in the boat, to let her have a sail.

But, as the boat went down the lake, it struck a rock, and upset.

"Oh, my dolly will drown! My dolly will drown!" cried little Fanny.

But John waded in, and got both the dolly and the boat.

Words to be spelled by Sound and by Letter.

	ĩ	ĩ	
bĩt	pĩn	rĩp	hĩd
bĩtə	pĩnə	rĩpə	hĩdə
sĩdə	tĩmə	lĩkə	lĩfə
slĩdə	pĩpə	wĩdə	wĩpə

mĩnə kĩtə pĩlə nĩnə
mĩlə rĩdə lĩnə tĩmə

SLATE-WORK.

Words to be copied, and vowels and silent letters marked.

sit	line	his
lip	bite	mill
tin	hide	pine

By Sound.

Jāmeſ vēr'-y
slīdē īce
boys

By Sight.

girls cold
snow
pull



The snow has come, and ice is on the pond. How cold it is!

Do you see the girls and boys at play?

May and Kate sit on the sled; Ned and James pull them up the hill.

Charley is on the pond. He can skate very well.

By Sound.

rīdē
a-wāy'
a-frāid'

By Sight.

here
come
behind



"Come, Rosy," said Frank, "get on my sled, and let us have a ride down hill."

So Rosy got on behind Frank, and away they went down hill.

Here you can see them.

Rosy seems to be very much afraid.

I think she may well be afraid, for the hill is very steep.

Words to be spelled by Sound and by Letter.

ō

ō

nōt	rōd	hōp	rōb
nōtə	rōdə	hōpə	rōbə
ōats	ēōat	rōad	lōad
bōat	fōat	tōad	fōur

*hōlē rōpē stōnē hōmē
pōlē bōnē stōrē smōkē*

SLATE-WORK.

Words to be copied, and vowels and silent letters marked.

box	drop	trod
rope	boat	goat
stove	rose	toad

By Sound.

tāk'-ing
flōat'-ed
gō'-ing
ōld
sō



This old man has lost his boat.
See, it has floated so far from
the shore that he can not get it.
Can he not swim out to it and
get it?

He is so old he can not swim.
I see a boy on the shore taking
off his coat.

Do you not think he is going to
get the boat for the poor old man?

By Sound.

rōſ'-y	elōſə	whītə
ō'-pən	brown	līt'-tlə
gōld'-ən	mouth	ăp'-plə



Sleep, Dolly, sleep!
 You must not, must not weep.
 Now close your eyes so brown,
 And let me lay you down.
 Sleep, Dolly, sleep!

Wake, Dolly, wake!
 Too long a nap you take.
 It's time to make the tea,
 And you must help, you see.
 Wake, Dolly, wake!

Run, Dolly, run!
 Run out in the golden sun;
 Run up the hill with me,
 Now down to the apple-tree.
 Run, Dolly, run!

My Dolly has rosy cheeks, and
 brown eyes, and a sweet little
 mouth. Her eyes can open and
 shut. If I lay her down, she will
 close them.

By Sound.

aʍ

haw ^k	feed ^s	chick'-en ^s
straw	ear'-ry	
saw		
claw		
pounce		



A hawk is a big bird that feeds on little birds.

One day I saw a hawk pounce upon a poor little duck, and carry it off in his claws.

Hawks will eat chickens too.

One day a little chicken said :
“Mother, may I go out into the road? I think I see a bug in the road, and I wish to get it.”

But his mother said, “No, no, my chick! you must not go into the road. I saw a hawk, just now, in the old oak-tree, and I am afraid he will catch you.”

“O mother, the hawk can not catch me! Just see how swiftly I can run! Indeed, I can almost fly. Just see, mother!”

And the chicken ran to the apple-tree, and back to his mother.

But still his mother said, “No,

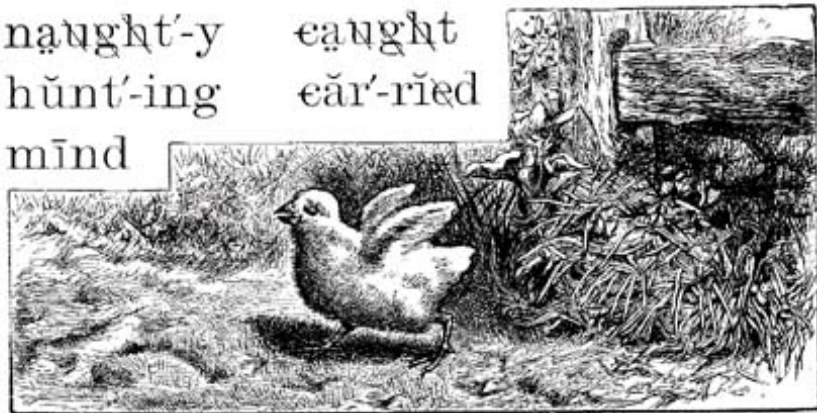
no, my chick! you must not go into the road."

LESSON XV.

au

By Sound.

naught'-y caught
hūnt'-ing ear'-ried
mīnd



Here you see the little chicken. He was a naughty little chicken; so, when his mother was hunting bugs, and did not see him, he crept

under the fence, and ran out into the road.

He caught the bug that he had seen, and ate it. Then he said to himself, "Oh! is not this nice, fine dust to make tracks in! I do like to make tracks in such soft dust!"

So the little chicken ran up and down the road, making tracks in the dust.

But soon the big hawk saw him. Down he came, and caught him, and carried him away to his nest in the old oak-tree.

O little chicken! little chicken! why did you not mind your mother?

Words to be spelled by Sound and by Letter.

ŭ

ū

ŭs	eŭb	tŭb	plŭm
ŭſe	eūbe	tūbe	plūmē
mŭtē	glŭē	tūnē	a-mŭſe'
eūre	blūē	pūre	re-fūſe'

*juſt hŭnt mŭtē dŭck
jŭmp mŭlē bŭnch hŭge*

SLATE-WORK.

Words to be copied, and vowels and silent letters marked.

and	club	blue
cup	tube	rain
mule	mine	home

By Sound.

Jip

ūſed

Paul

haul

gāve

spōols

wāg'-on

fīll'-ing



Harry gave Paul four spools.
Paul used the spools for wheels,
and made a little wagon.

He is filling his wagon, now,
with sticks and grass. He thinks
his dog, Jip, will haul it to the boat
for him.

Do you think Jip will?

By Sound.

bōth fīfe
māde whītē
plāys plūmes

By Sight.

paper
mother
soldiers

Tom and I are soldiers. He has a drum and I have a fife, and both of us have soldier-caps.

His cap is white, with a blue plume in it; and my cap is blue, with a white plume in it.

Mother made our caps. She made them of paper. The plumes are made of paper too.

Tom plays on his drum—rub-a-dub-dub, rub-a-dub-dub; but I play a pretty tune on my fife.

THE SLEEPY MULE.

PART I.

By Sound.

sleep'-y
hōld
fīe

By Sight.

any
sure
throw



“Here is old Bob! Come, boys, let us have a ride!”

“I am afraid to get on him, Fred; he may throw us off.”

“Fie, Paul! What are you afraid of? Bob is a sleepy old mule. I am sure any one can ride him. Come on, boys!”

Words to be spelled by Sound and by Letter.

ě

ē

mět běd wět shěll

mē bē wē shē

mět běd mēn nět

mēat bēad mēan nēat

hērē cream fear rēad
thērē stream hēar whēat

SLATE-WORK.

Words to be copied, and vowels and silent letters marked.

he	me	tear
red	near	here
hen	wheat	dear

THE LITTLE RED HEN.

The little red hen found a grain of wheat, and she said, "Who will plant this wheat?"

The rat said, "I won't;" the cat said, "I won't;" and the pig said, "I won't."

"I will, then," said the little red hen; and she did.

When the wheat was ripe, she said, "Who will take this wheat to the mill, to be ground into flour?"

The rat said, "I won't;" the cat said, "I won't;" and the pig said, "I won't."

The little red hen said, "I will, then;" and she did.

When she came back with the flour, she said, "Who will make this flour into bread?"

The rat said, "I won't;" the cat said, "I won't;" and the pig said, "I won't."

The little red hen said, "I will, then;" and she did.

When the bread was done, the little red hen said, "Who will eat this bread?"

The rat said, "I will;" the cat said, "I will;" and the pig said, "I will."

The little red hen said, "No, you won't, for I am going to do that myself;" and she did.

A LANGUAGE LESSON.

Words to be put in place of the pictures and dashes.

Mr. Rat had a  on.

Miss Kitty sat in a .

This is old Bob, the .

What a fine  this is!

The  said, "I —;" the  said, "I —;" and the  said, "I —."

The little red  said, "I —;" and — did.

I can climb a  and roll a .

I can — a  and — a .

Can you tell six things this  can do?

fīvə	hīd'ing	līkə
be-hīnd'	eăb'-bagə	sěv'-ən



THE RABBITS.

Here we can see Harry feeding his rabbits.

What kind of rabbits are they, Harry?

They are white rabbits, and they have pink eyes.

This little one that I am feeding is my pet, and I call her Bunny Belle.

What is it that you are feeding to her, Harry?

It is a cabbage-leaf. Rabbits like cabbage very much.

How many rabbits have you?

Can you not count them?

One, two, three, four, five, six.

You have six rabbits, Harry.

Ah! I see you can not count well. I have more than six rabbits.

More than six? Oh, yes, there is one hiding behind the rest. I can see just the tips of his ears. You have seven rabbits, Harry.

By Sound.

ō'-pen hīd'-den
pēach chīl'-dren

By Sight.

rubber
brimful

APRIL.

The sun is behind the clouds.
The sky is black, and the rain
pours down. The children have
to stay in the house.

Now the sun comes out. The
rain-drops shine on the trees. Oh,
see the rainbow!

The grass is green, and the buds
on the peach-tree begin to open.

See how white the cherry-tree
is! Dear old Robin Redbreast is
in the top of the tree, singing,
"Cheer-up! cheer-up! cheer-up!"



Cheer up! cheer up! indeed—
for mamma says we may go to
the brook to play.

Come, Bessie! Nell! Tom! Char-
ley! Frank! and Rosy! Come.

Is not the brook deep?

Oh, no! it is only wide. See
how the children wade in it!

Will they not get wet?

Oh, no! for they have on their
rubber boots.

Run, boys—run! The soldiers
are coming down the street. Here
they are! Now the band begins
to play.

Hear the drum and the fife!
See the plumes on their caps!
There is the flag! Hurrah, boys!
hurrah!

LESSON XXVIII.

Bessie, did you spill this ink?
My doll is asleep in her little crib.
Can you swim, Bob? Do you see
that little black thing on the log?
Yes; it is only an ant.

O Nell, I have found your hat!

NANNY'S SONG.

Little bird, little bird,
Up in the tree,
Sing a sweet song
To Dolly and me.

Little bird, little bird,
Brimful of glee,
Sing of the eggs
In your nest in the tree.

Can you count, little bird?
Count them, and see
How many eggs
In your nest in the tree.



By Sound.

hēdgē rŭn'-ning

erŭmb drăg'-ging

By Sight.

mother

breakfast

JUNE.

It is too hot to lie in bed. Let us get up, and go out before the sun is up.

I am dressed ; are you ?

Yes ; now let us run out.

Oh ! I have found an ant's nest ! See these little hills ! See the ants running about !

Here is one dragging a big crumb. How strong it is !

I think this must be a mother-ant taking some breakfast to her little ones.



These little birds got up before the sun was up, as well as we.

They hopped about, and sang to the big sun that it was time for him to get up too.

Then they went down under the hedge and hid in the leaves, and waited for a breakfast to come along.

And here it is—a fine, fat beetle !

We have now come to the end of our First Reader. Shall we forget the things we have read in it?

Shall we forget the little children we have met? or the places to which we went with them?

Which child did you like the best? Which story do you think is prettiest?

Which do you think is the nicest place—down at the brook, or up on the hill, or by the apple-tree?

Let us learn the prettiest stories, so that we can tell them to our playmates, and to mother.

FINIS.

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